

OVERVIEW

BERGEN

LODI BOROUGH

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL

75 FIRST STREET

LODI, NEW JERSEY 07644

This school's academic performance **lags in comparison** to schools across the state. Additionally, its academic performance **is about average when compared** to its peers. This school's college and career readiness **is about average when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **significantly lags in comparison** to schools across the state. Additionally, its student growth performance **significantly lags in comparison** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	43	38	21%
College and Career Readiness	62	55	50%
Student Growth	19	12	100%

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being equal to or above the 80th percentile.

High Performance is defined as being between the 60th and 79.9th percentiles.

Average Performance is defined as being between the 40th and 59.9th percentiles.

Lagging Performance is defined as being between the 20th and 39.9th percentiles.

Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **38%** of schools statewide as noted by its statewide percentile and **43%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **21%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **55%** of schools statewide as noted by its statewide percentile and **62%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **50%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **12%** of schools statewide as noted by its statewide percentile and **19%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

DEMOGRAPHIC INFORMATION

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LODI BOROUGH

GRADE SPAN 06-08

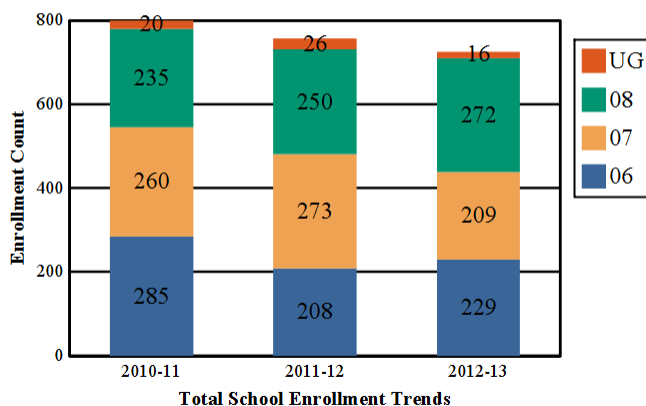
THOMAS JEFFERSON MIDDLE SCHOOL

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Enrollment by Grade, in Full Time Equivalent

This graph presents the count of students who were 'on roll' by grade in October of each school year.

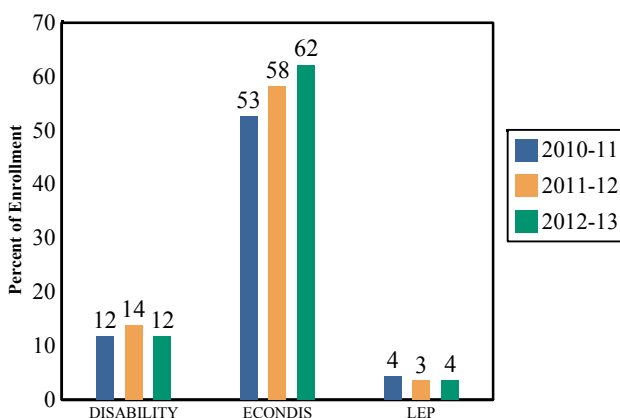


Note: "UG" represents the count of students who are 'on roll' (FTE) in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment in Full Time Equivalent

2011-12	757
2012-13	726

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2012-2013	Count of Students	Percentage of Enrollment
Students with Disability	85	12%
Economically Disadvantaged Students	451	62.1%
Limited English Proficient Students	26	3.6%

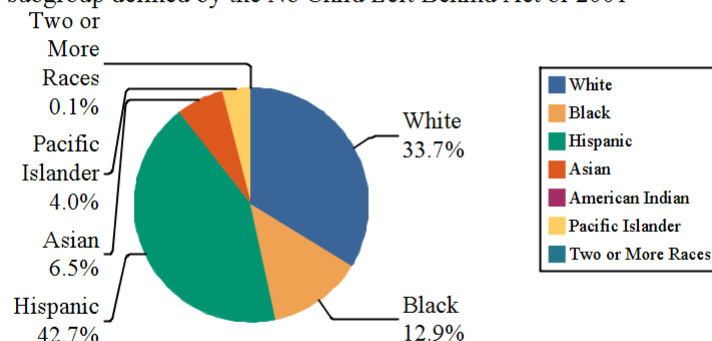
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2012-13	Percent
English	46.2%
Spanish	33.0%
Tagalog	3.1%
Albanian	2.7%
Arabic	2.4%
Gujarati	1.9%
Other	10.7%

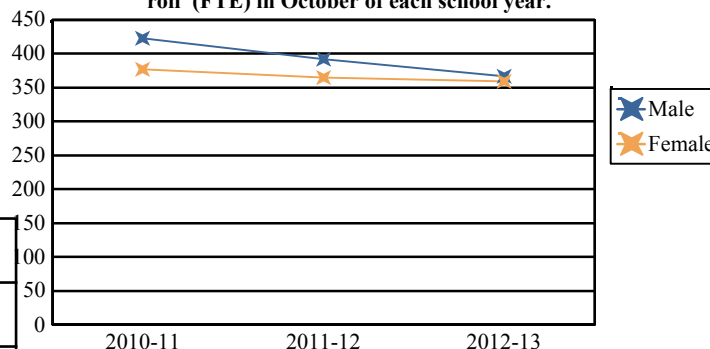
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' (FTE) in October of each school year.



	Male	Female
2010-11	423	377
2011-12	392	365
2012-13	367	359

ACADEMIC ACHIEVEMENT

BERGEN

LODI BOROUGH

GRADE SPAN 06-08

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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	69%	62	47	43%
NJASK Math Proficiency and above	63%	23	28	0%
SUMMARY - Academic Achievement		43	38	21%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

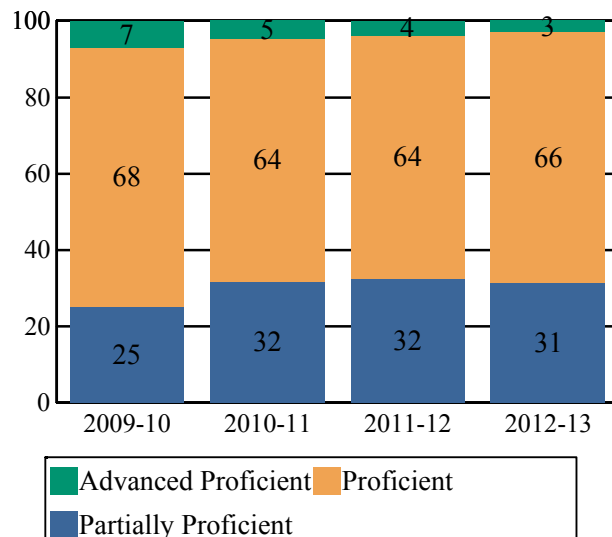
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	694	68.8	73.6	NO
White	241	73.9	73	YES
Black	81	58	70.7	NO
Hispanic	299	63.8	72.5	NO
American Indian	-	-		--
Asian	71	83.1	83.7	YES*
Two or More Races	-	-		--
Students with Disability	99	32.3	43.9	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	397	67.5	71.8	YES*

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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LODI BOROUGH

GRADE SPAN 06-08

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

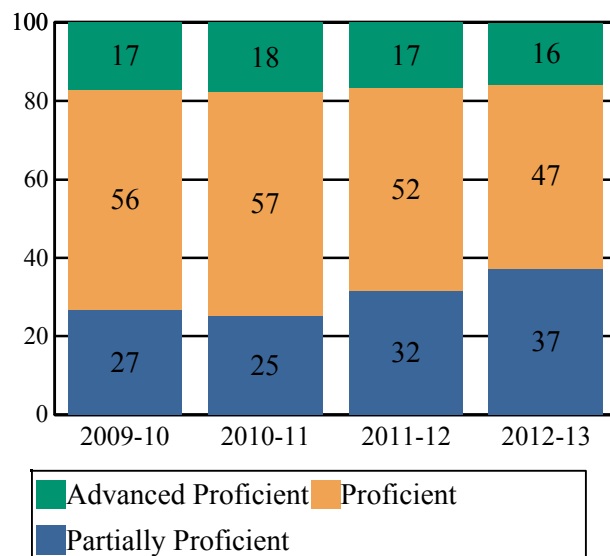
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	693	62.7	79	NO
White	241	69.7	83.4	NO
Black	81	50.6	68.2	NO
Hispanic	298	57.8	74.3	NO
American Indian	-	-		--
Asian	71	73.2	90	NO
Two or More Races	-	-		--
Students with Disability	99	37.4	67.5	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	397	63.2	76.7	NO

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

BERGEN

LODI BOROUGH

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL

75 FIRST STREET

LODI, NEW JERSEY 07644

NJASK Results - Language Arts Literacy Grade Level - 06

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	2%	59%	38%
White	5%	65%	31%
Black	0%	40%	60%
Hispanic	2%	56%	42%
American Indian	-	-	-
Asian	0%	79%	21%
Two or More Races	-	-	-
Students with Disability	0%	21%	79%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	2%	62%	36%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 07

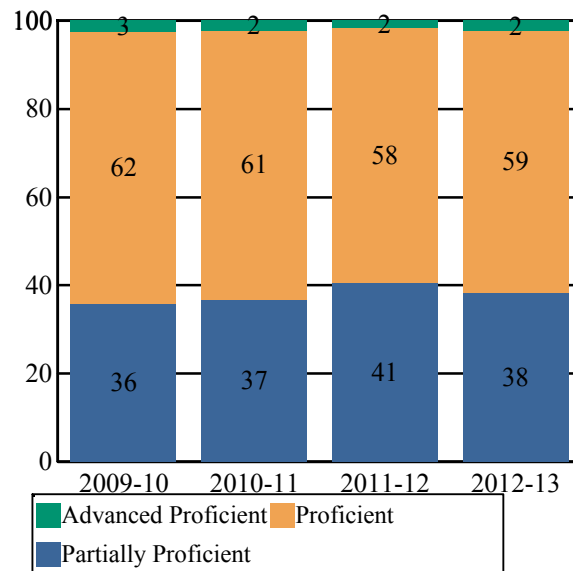
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	1%	55%	44%
White	0%	64%	36%
Black	0%	45%	55%
Hispanic	0%	44%	56%
American Indian	-	-	-
Asian	10%	62%	29%
Two or More Races	-	-	-
Students with Disability	0%	22%	78%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	54%	46%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

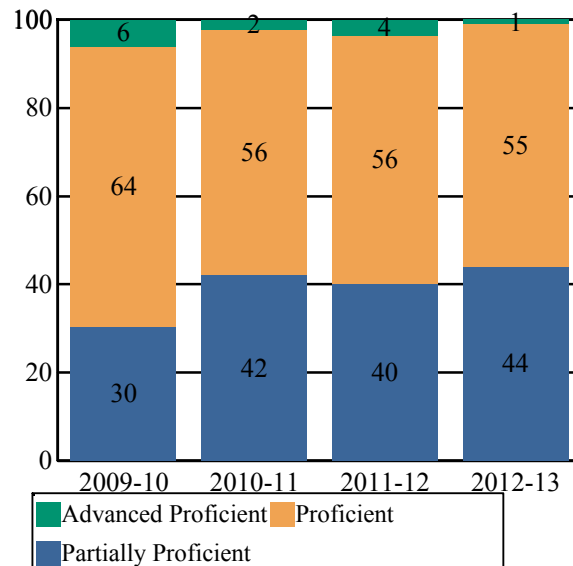
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

BERGEN

LODI BOROUGH

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NJASK Results - Language Arts Literacy Grade Level - 08

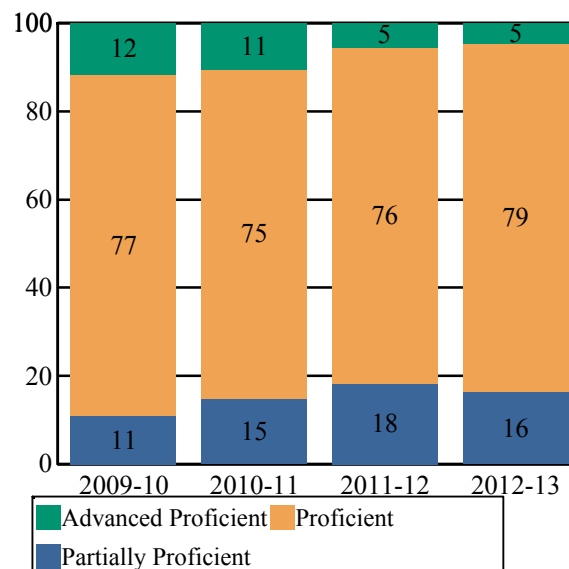
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	5%	79%	16%
White	4%	82%	14%
Black	0%	79%	21%
Hispanic	4%	76%	20%
American Indian	-	-	-
Asian	15%	81%	4%
Two or More Races	-	-	-
Students with Disability	0%	49%	51%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	3%	79%	18%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

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Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

ACADEMIC ACHIEVEMENT

BERGEN

LODI BOROUGH

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL

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NJASK Results - MATH Grade Level - 06

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	15%	53%	32%
White	15%	58%	26%
Black	12%	40%	48%
Hispanic	10%	55%	36%
American Indian	-	-	-
Asian	38%	46%	17%
Two or More Races	-	-	-
Students with Disability	12%	30%	58%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	12%	59%	28%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 07

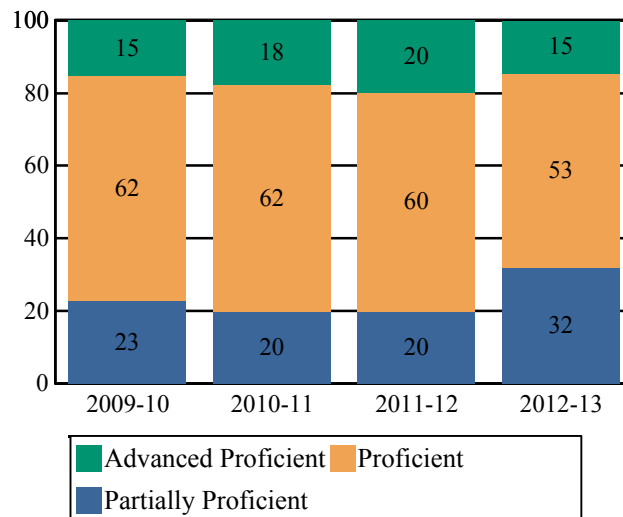
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	12%	46%	43%
White	14%	57%	29%
Black	5%	41%	55%
Hispanic	3%	42%	56%
American Indian	-	-	-
Asian	33%	19%	48%
Two or More Races	-	-	-
Students with Disability	7%	26%	67%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	10%	49%	41%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

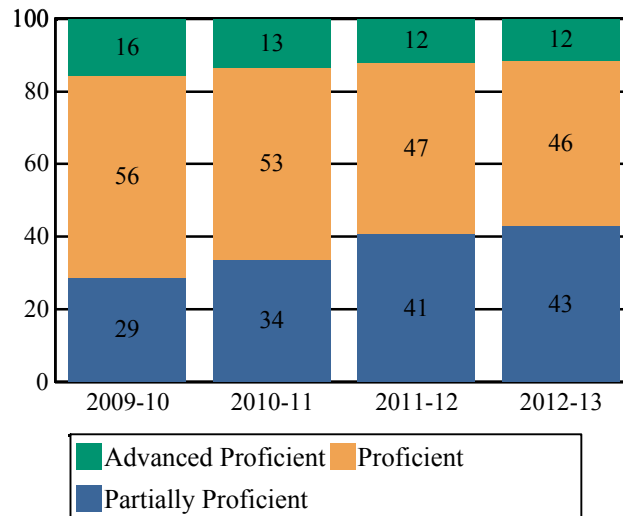
NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

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LODI BOROUGH

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL

75 FIRST STREET

LODI, NEW JERSEY 07644

NJASK Results - MATH Grade Level - 08

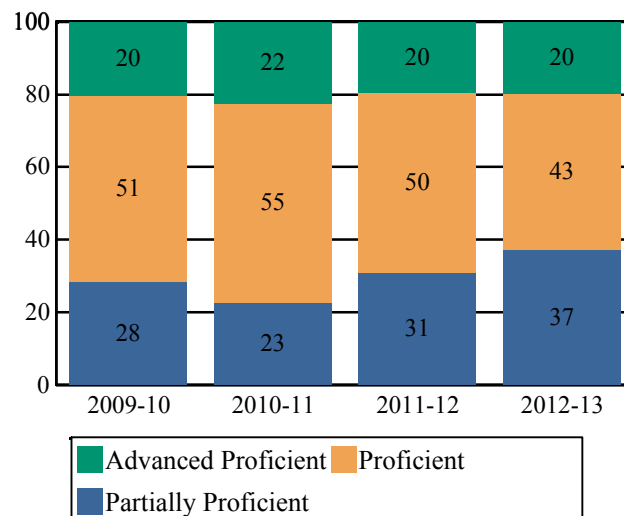
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	20%	43%	37%
White	28%	37%	35%
Black	9%	44%	47%
Hispanic	12%	48%	40%
American Indian	-	-	-
Asian	38%	42%	19%
Two or More Races	-	-	-
Students with Disability	3%	33%	64%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	14%	46%	41%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

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Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

ACADEMIC ACHIEVEMENT

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LODI BOROUGH

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL

75 FIRST STREET

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NJASK Results - Science Grade Level - 08

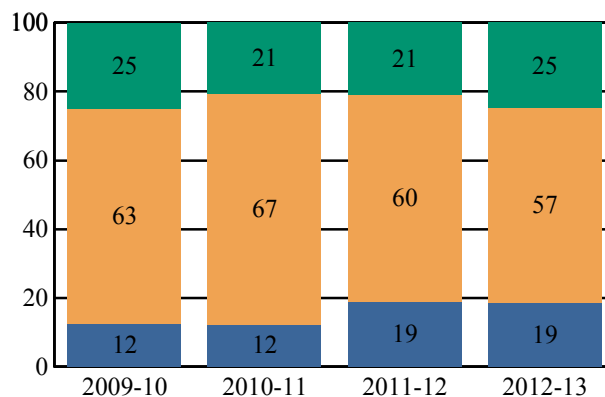
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	25%	57%	19%
White	32%	53%	15%
Black	9%	74%	18%
Hispanic	18%	61%	21%
American Indian	-	-	-
Asian	54%	27%	19%
Two or More Races	-	-	-
Students with Disability	0%	46%	54%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	20%	59%	21%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient

COLLEGE AND CAREER READINESS

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GRADE SPAN 06-08

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	18%	42	41	20%	NO
Chronic Absenteeism (%)	6%	81	69	6%	YES
Summary		62	55		50%

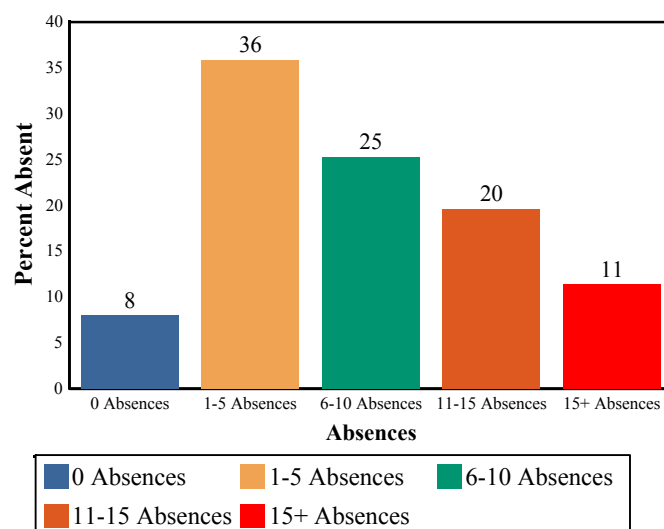
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2012-13	School
Students taking Algebra I	18%
Algebra grade (C or better)	100%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

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GRADE SPAN 06-08

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75 FIRST STREET

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	39	20	15	35	YES
Student Growth on Math	35	17	9	35	YES
		19	12		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	22%	7%	4%
Proficient	23%	21%	20%
Advanced Proficient	0%	1%	2%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	24%	9%	4%
Proficient	22%	13%	11%
Advanced Proficient	3%	4%	8%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN 06-08

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	251	300
75th	216	225
50th	204	209
25th	191	191
0th	141	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	25	34

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	246	300
75th	218	231
50th	201	211
25th	185	189
0th	131	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	42

Grade Level - 06

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	295	300
75th	229	252
50th	206	225
25th	188	201
0th	100	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	51

Grade Level - 07

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	291	300
75th	220	250
50th	200	213
25th	179	183
0th	130	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	67

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN

LODI BOROUGH

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL

75 FIRST STREET

LODI, NEW JERSEY 07644

Grade Level - 08

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	257	300
75th	227	236
50th	216	220
25th	207	205
0th	159	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	20	31

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	233	255
50th	205	219
25th	185	188
0th	121	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	67

SCHOOL CLIMATE

BERGEN

LODI BOROUGH

GRADE SPAN 06-08

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2012-13	6 Hrs. 20 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2012-13	2.6%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2012-13	School
Full Time	5 Hrs. 17 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2012-13	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2012-13	School
Faculty	12
Administrators	363

SCHOOL PEER GROUP**Thomas Jefferson Middle School****03-2740-067**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	MULLICA TWP	MULLICA TOWNSHIP MIDDLE SCHOOL	01-3480-025 05-08		43.6%	0.0%	16.7%
ATLANTIC	WEYMOUTH TWP	WEYMOUTH TOWNSHIP ELEMENTARY SCHOOL	01-5760-020 PK-08		45.2%	0.0%	16.1%
BERGEN	HACKENSACK CITY	HACKENSACK MIDDLE SCHOOL	03-1860-300 05-08		64.9%	5.0%	16.2%
BERGEN	LODI BOROUGH	THOMAS JEFFERSON MIDDLE SCHOOL	03-2740-067 06-08		62.1%	3.6%	11.7%
BERGEN	TEANECK TWP	BENJAMIN FRANKLIN MIDDLE SCHOOL	03-5150-060 05-08		45.0%	1.3%	19.6%
BURLINGTON	BEVERLY CITY	BEVERLY CITY SCHOOL	05-0380-025 PK-08		68.7%	5.2%	15.3%
BURLINGTON	DELANCO TWP	WALNUT STREET SCHOOL	05-1030-060 06-08		38.6%	0.0%	15.8%
BURLINGTON	RIVERSIDE TWP	RIVERSIDE MIDDLE SCHOOL	05-4450-070 06-08		47.0%	1.9%	23.1%
CAMDEN	BERLIN TWP	DWIGHT D EISENHOWER MIDDLE SCHOOL	07-0340-030 04-08		44.4%	0.6%	18.8%
CAMDEN	GLOUCESTER TWP	CHARLES W. LEWIS MIDDLE SCHOOL	07-1780-035 06-08		50.7%	2.9%	20.0%
CAMDEN	MOUNT EPHRAIM BORO	RAYWOOD W. KERSHAW SCHOOL	07-3420-020 05-08		35.4%	0.0%	22.9%
CAPE MAY	MIDDLE TWP	MIDDLE TOWNSHIP ELEMENTARY #4	09-3130-091 06-08		41.6%	0.7%	23.0%
CAPE MAY	NORTH WILDWOOD CITY	MARGARET MACE ELEMENTARY SCHOOL	09-3680-060 PK-08		48.1%	2.2%	17.0%
CUMBERLAND	MAURICE RIVER TWP	MAURICE RIVER TOWNSHIP ELEMENTARY SCHOOL	11-3050-065 PK-08		41.4%	0.0%	19.0%
GLOUCESTER	CLAYTON BORO	CLAYTON MIDDLE SCHOOL	15-0860-045 06-08		51.2%	1.3%	15.2%
GLOUCESTER	DEPTFORD TWP	MONONGAHELA MIDDLE SCHOOL	15-1100-045 07-08		41.1%	0.3%	16.6%
GLOUCESTER	GLASSBORO	GLASSBORO INTERMEDIATE SCHOOL	15-1730-078 07-08		44.3%	1.5%	19.0%
GLOUCESTER	GREENWICH TWP	NEHAUNSEY MIDDLE SCHOOL	15-1830-060 05-08		36.4%	0.0%	18.6%
HUDSON	KEARNY TOWN	SCHUYLER ELEMENTARY SCHOOL	17-2410-110 PK-08		46.5%	0.0%	10.7%
MIDDLESEX	WOODBRIIDGE TWP	AVENEL MIDDLE SCHOOL	23-5850-045 06-08		42.6%	0.2%	11.5%
MIDDLESEX	WOODBRIIDGE TWP	FORDS MIDDLE SCHOOL	23-5850-070 06-08		43.7%	0.0%	10.3%
MIDDLESEX	WOODBRIIDGE TWP	WOODBRIIDGE MIDDLE SCHOOL	23-5850-090 06-08		47.0%	0.0%	11.3%
MONMOUTH	EATONTOWN BORO	MEMORIAL MIDDLE SCHOOL	25-1260-070 07-08		38.2%	0.4%	24.1%
MORRIS	BOONTON TOWN	JOHN HILL SCHOOL	27-0450-030 01-08		35.5%	1.1%	35.5%
MORRIS	WHARTON BORO	ALFRED C. MACKINNON MIDDLE SCHOOL	27-5770-030 06-08		45.9%	1.5%	17.0%
OCEAN	PINELANDS REGIONAL	PINELANDS REGIONAL HJUNIOR HIGH SCHOOL	29-4105-060 07-09		41.7%	0.5%	19.5%
SALEM	ELSINBORO TWP	ELSINBORO TOWNSHIP SCHOOL	33-1350-050 KG-08		40.5%	0.0%	16.5%
SALEM	QUINTON TWP	QUINTON TOWNSHIP SCHOOL DISTRICT	33-4280-050 PK-08		46.2%	0.0%	9.5%
SUSSEX	NEWTON TOWN	HALSTED MIDDLE SCHOOL	37-3590-060 06-08		37.3%	0.0%	24.7%
UNION	HILLSIDE TWP	WALTER O. KRUMBIEGEL MIDDLE SCHOOL	39-2190-085 06-08		57.2%	1.6%	9.5%
UNION	UNION TWP	BURNET MIDDLE SCHOOL	39-5290-060 06-08		45.5%	0.9%	12.4%